TEACHERS

One teacher is appointed to each class. The total number of students per grade decides the number of classes and thus, the number of teachers, as follows:

In *grade 1 –3* the number of students should not exceed 30 (approximate figure; the actual, permanently present students should be considered). Minimum number for establishing classes in grade 1-3 is fifteen (15) With less number of students two classes should be joined into *multi-grade* classes.

In *grade 4-6* the number of students should not exceed 50 (approximate figure; the actual, permanently present students should be considered). Minimum number for establishing classes in grade 4-6 is fifteen (15). With less number of students two classes should be joined into multi-grade classes.

Employment

The school consultants have the task to advice and support the communities in appointing qualified teachers. The following criteria must be followed to the greatest possible extent (in priority order):

1. Teacher graduated from Teacher Training College or University Faculty of Education, Literature or Science.
2. Teacher graduated from a University Faculty.
3. Teacher graduated from secondary school grade 12 (or correspondent religious education) **and** with teaching/headmaster experience
4. Teacher graduated from secondary school grade 12 (or correspondent religious education).

Only exceptionally teachers with less education than grade 12 should be accepted.

Assessment

Annually, the teachers are assessed with regards to subject knowledge, teaching skills and administrative capacity by the school consultants and the employment consequently reconsidered.

Form E is used for assessing the teaching performance. When all the average scores display one (1) replacement should be considered.

No *permanent* relief teacher may be employed; only on *temporary* basis if needed (to replace teachers on maternity leave).

Teacher's salary

The minimum requirement for payment according to *salary level 2* is secondary education grade 12 (or correspondent religious school).
Other teachers are paid according to *salary level 1*

Salary is not paid for days of absence without legitimate reason (see General Directives for SCA supported schools). Illegitimate absence is reason for dismissal.

CARETAKERS

In all primary schools one (1) caretaker may be employed, working daytime. Girl annexes may also employ one caretaker. The community members are responsible for supporting extra caretakers when needed as well as guarding the school building in nighttime.

5. SCHOOL CONSTRUCTION

The following applies for all constructions, regardless of donor.

1. Only primary schools supported by SCA and with minimum 70 students may be constructed.

2. Construction of girl schools must be prioritised. When girl schools are constructed, efforts must be made to include boys in the same building and vice versa. Two school buildings, one for boys and one for girls in the same location must be avoided.

3. The school must be constructed in a location where a school building existed prior to the war (before 1978). Exception: girl schools. When a girl school in a new location is considered for construction it must be constructed on proven governmental/public land.

4. The location must be selected in the province (within the region) with the fewest number of SCA constructed school buildings. The total number of school buildings in the province should also be considered.

5. Community contribution is compulsory (see *RETSU Guidelines for Building of Schools and Clinics)*
a) for the construction with at least 20 % of the total cost
b) for the maintenance of the building
c) for guarding the building
and an agreement must be signed between SCA and the community. Education manager is responsible for negotiating with communities regarding contribution. Whenever possible, local authorities should be involved in the discussions. Material contribution must be on site before any construction starts.

7. Prior to decision of school construction, the location must be checked on site together with Rural Engineering staff.

8. Partially existing schools should be reconstructed in the first hand.

A list of planned constructions with reference to the above points must be sent to ETSU before initiating the constructions. The locations for school constructions must be approved by ETSU.

RETSU Guidelines for Building of Schools and Clinics are complementary to these directives. In case of contradiction the above points are regarded as superior.

6. SCHOOL REPAIR

School repair is intended for school buildings in need of rehabilitation or repair. It is not intented for ordinary maintenance, like plastering or broken windows. Maintenance is the responsibility of the community. As for school construction, minimum 20 % community contribution is normally required for school repair.

1. MAJOR REPAIR

School repair is mainly to be considered as *major* repair or *rehabilitation* of schools. E.g. there might be a need for rehabilitation of a school where walls and foundation remain reasonably intact but the roof is missing. Or there might be a school where the major part is already constructed by the community itself and SCA constribution is needed for doors, windows etc.

The cost for major repair covered by SCA may only exceptionally exceed 50,000 Rs. (A school that needs rehabilitation at a higher cost should normally be considered for *re-construction* with budget from schoool construction)

2. MINOR REPAIR

Also minor repair might be considered if it is feared that the building will deteriorate even further if not repaired. However, all efforts must be done in order to encourage community responsibility and contribution for minor repair and maintenance of the school building.

7. MONITORING

LFA definition: Monitoring is continuous or periodic surveillance of the physical implementation of a project to ensure that inputs, activities, outputs and external factors are proceeding according to plan.

Monitoring is done to *control* the education programme and to *follow up* the activities in the schools. It is done through *collection of information* on site, i.e. when schools are visited. For proper monitoring the collected information must be timely, accurate and relevant.

Monitoring is done in order to allow for a continuous and systematic *assessment* of the education activities in relation to the plan and to the objectives. Monitoring is also done to *secure* that education activities are carried out in accordance to SCA Aid Policy and Education Directives.

When the gathered information is *compiled* and *analysed* it is used for measuring *weaknesses* and *strengths* of the programme, which in turn are used for improvements of the programme and for future planning.

The analysed information should be *fed back* to all concerned. The analysed information is the base for *actions* to be taken at local, regional and central level.

The information is normally collected by the school consultants. Based on reports and information the Education Manager makes his analyse, takes action if necessary and reports to ETSU. (See also Education Directives on Reporting).

The collection of information refers to different areas and various forms are used. The data is collected in different periods during the school year.

Information Form	**Content**	**Period**
Form A: School information	Number of teachers and students - for approval of number of teachers	Twice a year: HCS: Sep + May CCS: March + Nov
Form B: School material & equipment; building condition	Reception of school material; building condition - for completion of deliveries; for assessment of rehabilitation and repair	Once a year: HCS: Sep CCS: March
Form C: School administration	Assessment of administration – for assessment of headmasters	Twice a year: HCS: Dec + April CCS: June + Oct
Form D: The school and the community	Community environment – for promoting community participation	Once a year: HCS: Jan CCS: July
Form E: School staff	Teachers' background and performance - for assessment of teachers	Once a year: HCS: Oct CCS: April

Monitoring of schools

FORM A
SCHOOL INFORMATIOI

Time for collection: Twice a year:
CC: March + Nov HC: Sep + Maj

Date ____________

Province ____________

District ____________ School name ____________

Village ____________ School code ____________

Responsible School Consultant: ____________

Type: B, M, G, B-G, H

Language: P D

Climate: C H

Location: P N

Prim. grades: ____________

Sec. grades: ____________

Signature visitor ____________ Signature headmaster ____________

	Present No		Absent No		Reason for absence
	Male	Female	Male	Female	
TEACHERS					
PEONS					

STUDENTS	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Today present														
Today absent														
Perman. absent (sec. coll.)														
Total today present+absent														
No of sections														
Approved No of sections														

Approved No of teachers	
Male	Female

COMMENTS:

In the case of a B-G school it should be noted how many the annexes are.
In the case of a Mixed school, it should be explained what kind of mixed school (same class, same location etc)

Signature Educ. Manager

Date: ____________

Prepared by ETSU 1997-04- 25
Revised 1.4.99

FORM B
SCHOOL MATERIAL

Time for collection: Once a year:
CC: March HC: Sep

Date ______

______ Province

______ District ______ School name

______ Village ______ School code

Responsible School Consultant: ______

Type:		Language:		Climate:		Location:	
B	B-G	P	D	C	H	P	N
M	H						
G							

Prim. grades: ______

Sec. grades: ______

______ Signature visitor

______ Signature headmaster

School material see list on the other side	RECEIVING DATE:	DELIVERED BY:
TEXTBOOKS:		
STATIONERY 1: basic kit for students		
STATIONERY 2: basic kit for schools		
TEACHING AIDS:		
SUPPL. READERS: note titles:		

School equipment	No
Desks and chairs	
Office furniture	
Shelves for storage	
Tents	
Mats	
Watertanks	
Glasses/jugs	
Volleyballs/net	
Other, specify:	

COMMENTS:

Note: in the case of B-G school another
form B must be filled in for the annexed girl sections
to attach to this form

Prepared by ETSU 1997-04-25
Revised 1.4.99

Basic stationery kit for students:

Item	Quantity	Frequency
Pen	2/stud	yearly
Pencil	2/stud	yearly
Rubber	1/stud	yearly
Pencil sharpener	1/stud	yearly
Notebook	5/stud	yearly
Drawing notebook	1/stud	yearly
Color pencils	1/pack/stud	yearly
Black ink	0,5/pack/stud	yearly
Ruler (wooden)	1/stud	yearly
Bamboo pen	5/stud	yearly
Slate	1/stud/grade1	yearly
Slate pencil	0,5 pack/stud/grade	yearly
Geometry box	1/stud/grade 4	yearly
Certificate	1/stud/grade 6	yearly

Teaching aids

Item	Quantity	Frequency
Map of Afganistan	1/school	once*
World map	1/school	once*
Alphabet chart	1/grade 1	once*
Number chart	1/grade 1	once*
Word chart	1/grade 1-3	once*
Reading key chart	1/grade 1-3	once*
Alphabet cards	1 set/grade 1-3	once*
Word cards	1 set/grade 1-3	once*
Number cards	1 set/grade 1	once*
Science & Exp.	1/teacher/gr 4-6	once*
Mashal	1/teacher/grade 4-6	once*
Wu Nawu	1/teacher/grade 4-6	once*
Tama	1/teacher/grade 4-6	once*
Letter & Headings	1/teacher/gr 4-6	once*
Facts for Life	1/teacher	once*
Gen. Teacher Man.	1/teacher	once*
Calendar	1/teacher	yearly

Basic stationery kit for schools:

Item	Quantity	Frequency
Blackboard	1/class	once
Blank ink for blackboard	2 tin/school	yearly
Chalk	4 packs/teacher	yearly
White paper	3 reams/school	yearly
Carbon paper	50 sheets/school	once*
Staples	1 pack/school	yearly
File	1/teacher	yearly
Stapler	1/school	once*
Ruler (metallic)	1/school	once*
Punch	1/school	once*
Clips by box	1/school	once*
Students' Attend. Book	1/class	yearly
Teachers' Record Book	1/class	yearly
Subj. Examination Form	25/class	yearly
End Examanination Form	1/2stud	yearly
Final Result Info Sheet	1/stud	yearly
Logbook	1/school	once*
Teachers' Attend. Book	1/school	yearly
Teachers' Meeting Book	1/school	once*
School Mat.Distrib. Book	1/school	yearly
Students' Marks&Bibl.sheet	1/school	once*
Notification Book	1/school	once*
Correspondance Book	17school	once*

* or after some years if needed

Prepared by ETSU 1997-04-25
Revised 1.4.99

FORM C

SCHOOL ADMINISTRATION

Time for collection: Twice a year:
CC:Jun + Oct   HC: Apr + Dec

Date:______

Responsible School Consultant: ____________________

Province ____________________

District ____________________ School name

Village ____________________ School code

Type: B B-G M H G

Language: P D

Climate: C H

Location: P N

Prim. grades:__________

Sec. grades:__________

Signature visitor ____________________

Signature headmaster ____________________

Condition of admin books:	POOR	FAIR	GOOD
Students' Attendance Book			
Teachers' Attendance Book			
Teachers' Record Book			
School Material Distribution Book			
Subject Examination Form			
End Examination Form			
Students' Marks & Bibliographical Sheet			
Logbook			
Teachers' Meeting Book			
Notification Book			
School Material Provision Sheet			
Other, specify:			

Note:In case of B-G school another
form C must be filled in for the annexed girl sections

COMMENTS:

General conditons:

Staff situation,e.g interest, motivation, collaboration...

School situation , eg. Cleanliness, organization...

FORM D
SCHOOL ENVIRONMENT

Time for collection: Once a year:
CC: July HC: Jan

Date: ______

Province ____________________

District ____________________ School name ____________________

Village ____________________ School code ____________________

Responsible School Consultant: ____________________

Type: B B-G M H G

Language: P D

Climate: C H

Location: P N

Prim. grades: __________

Sec. grades: __________

Signature visitor ____________________

Signature headmaster ____________________

1. SCHOOL BUILDING CONDITION	Construction year:	Constructor:	Type (mud, brick, etc):	No of classrooms:	No of adm. rooms	Surrounding wall	School yard:	Maintenance
A: Complete school building								
B: Partial school building								

NEED OF REPAIR

	Yes	No
Walls:		
Roof:		
Windows:		
Doors:		
Other (specify):		

LOCATION

Reception area (No of villages)	
Walking time for students; minutes max/min	
Support from government; specify	
Distance to sec. school	
Distance to health clinic	

2. COMMUNITY CONDITIONS

A: Collect some information about the community, for instance regarding: * village population (estimation) * percentage of village children in school; boys/girls * means of living; economical status * interest and motivation for education * attitudes towards girls education * health status among students	B: Collect some information re. community participation * contribution, e.g maintenance, repair, construction,night guard, * salary (in cash or kind) *school visitors, e.g elders * registration/graduation procedures * education campaigns * interest for school committee **** IF A SCHOOL COMMITTEE EXISTS DESCRIBE ITS ACTIVITIES

FORM E

TEACHER INFORMATION

Time for collection: Once a year:CC: Apr; HC: Oct
To be used once for every teacher and after participation in long courses

Date ____________

Province ____________

District ____________

Village ____________

School name ____________

School code ____________

Responsible School Ccconsultant: ____________

Type: B B-G M H G

Language: P D

Climate: C H

Prim. grades: ____________

Sec. grades: ____________

Signature visitor ____________

Signature headmaster ____________

1. Educational background

No	Name	Father name	Age	Education grade	Graduation year	Name of Institute	Teaching experience (year)		Other educ. experiences	In-service Teacher Training				In-service Adm. training		Other training	Aproved by EM Salary Level
							SCA	other		SCA		Other					
										Length	year	Length	year	SCA	Other		
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	

2. Assessment of teaching performance *

a. Subject knowledge		(test) (1)				b. Teaching skills (2)
No	Religion	Language	Arithmetic	Science	Average	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

COMMENTS:

Note: In the case of a B-G school another Form E should be filled in for the annexes and be attached to this form.

b. Teaching skills (Asses minimum one lesson)

1	General introduction										
2	Preparation of lesson										
3	Motivating the students for the lesson										
4	Adaptation to the students level										
5	Instructions & questioning techniques										
6	Relevant student activities										
7	Variety of teaching methods										
8	Individualization of students										
9	Co.-operation among the students										
10	Summary & evaluation of the lesson										
11	Relevant homework										
	Average:										

Note: for example

1 Greetings, asking about prob., homework.
2 Plan, objectives, teaching aids, classroom management.
5 Clear, relevant, pedagogical.
8 Addressing and involving students, concerning their different capacities.

COMMENTS:

Teacher' signature:

TIMETABLE FOR MONITORING OF SCHOOLS

	January	February	March	April	May	June	July	August	September	October	November	December
Hot climate schools	Form D			Form C	Form A				Form A&B	Form E		Form C
Cold climate schools			Form A&B	Form E		Form C				Form C	Form A	

Form A: School information
Form B: School material
Form C: School administration
Form D: School environment
Form E: School teachers

8. TEACHER TRAINING PROGRAMME

A. FOR PRIMARY SCHOOL TEACHERS

1. Long courses of 2 months duration are intended for teachers with poor educational background, normally less than grade 12. The courses take place in vacation time, i.e. in December-February and June-August, normally at the Teacher Training Centre. Each group should not exceed 50 participants; it is advisable to train several groups simultaneously by different school consultants. A majority of the school consultants are normally involved in these courses.

For *female teachers* the long courses may be divided into modules to take place at different times if that is more appropriate.

Participants must be selected after assessment by a school consultant in accordance to Form E. Each participant has the right to receive a follow up visit from a school consultant within two months after the course end.

Teachers from schools not supported by SCA are also admitted to the long courses; however, they may not amount to more than 20 % of the participants. These teachers should also be selected by a school consultant according to Form E. Only exceptionally these teachers receive follow up visits.

2. In-school-courses are intended only for SCA supported schools. Normally, all teachers from one school participate in one course or, all teachers from two nearby schools. The course takes place in the afternoons or mornings, after or before school hours, in the school or, where there is no building in another location in the village. The number of participants should not exceed 15. During school hours the school consultant attends the lessons for classroom observations.

In school courses are run by two school consultants responsible for the schools in question. The schools are selected according to the assessment done by school consultants, according to Form E.

B. FOR PRIMARY SCHOOL HEADMASTERS

1. The first module is intended for newly appointed headmasters or, for headmasters with no previous administrative training. It has a duration of 10 days and should preferably take place in vacation time, normally at the teacher-training centre. Three school consultants are normally appointed to run the course. The number of participants should not exceed 25.

Headmasters from *schools not supported by SCA* are admitted but should not exceed 20 % of the participants.

The headmasters must be selected for the courses through the school consultant's assessment in accordance to Form E and Form C. Each participant are to receive a follow up visit by one of the seminar leaders within two months after the end of the course. Headmasters from schools not supported by SCA can not expect follow up visits.

2. The second module is intended for headmasters who have attended the first module or who possess correspondent skills. It has duration of 5 days and may take place at whatever time and location found feasible. Three school consultants are appointed to run the course. The number of participants should not exceed 25. Headmasters from schools not supported by SCA are admitted but may not exceed 20 % of the participants.

C. FOR SCA REGIONAL STAFF

Courses in teaching methodology for SCA regional staff should be provided to all staff involved in training from the Health Unit, Rural Development Unit and Rural Engineering Unit. Plans and implementation of these courses are for the regional offices to decide according to their needs and capacities.

Gratification

Food and lodging is free for teachers participating in long courses and for participants in headmaster courses. For trainees in in-school courses one meal (lunch) is provided. Besides, all trainees receive a gratification of Rs 25 per day, regardless of course (not SCA office staff).

9. Reporting

The education manager is responsible for providing the Education technical Support Unit with reports on the regional education activities as follows:

Narrative reports	**Frequency**	**Submitting date***
Activity report	Quarterly	April 3, July 3, October 3, January 3
Twin school report	Biannually	July 31, Jan 31

Statistical reports (*also provided on diskettes*)

School material	Quarterly	April 3, July 3, October 3, January 3
Cancelled/initiated schools	Quarterly	April 3, July 3, October 3, January 3
School data	Biannually	July 31, Jan 31
Students' final results	Annually	July 31 (hot climate schools Jan 31 (cold climate schools)
Teachers' background	Annually	Jan 31
Trained teachers	Annually	Jan 31
Constructed/repaired schools	Annually	Jan 31
SCA education staff	Annually	Jan 31

- To administration unit at the regional office

Time table

Jan 3	Activity report School material Cancelled/initiated schools
Jan 31	Twin schools School data Students' final results (CC schools) Teachers' background Trained teachers Constructed/repaired schools SCA education staff
April 3	Activity report School material Cancelled/initiated schools
July 3	Activity report School material Cancelled/initiated schools
July 31	Twin schools School data Students' final results (HC schools)
Oct 3	Activity report School material Cancelled/initiated schools

Activity report (quarterly)

The report should be related to the actual workplan, its components and subcomponents - and to the SCA Policy and Education Directives (as reflected in the workplan). **Each subcomponent should be reported on separately.**

Instructions

REGION	Name of the region
QUARTER/YEAR	e.g Jan – March/1998
Component	See Workplan (3 digit level)
Subcomponent	See Workplan (4 digit level)
Planned activities:	WHAT was planned? WHERE?
Achieved activities:	How was the RESULT? Have you faced any PROBLEMS? How do you ANALYSE and EVALUATE the result? What is your EXPERIENCE and CONCLUSION? WHY?
Not achieved activities:	WHY? What was the PROBLEM? How will you SOLVE it?
Unplanned activities/events:	WHAT? WHY? HOW? RESULTS? CONCLUSION?
Evaluation: (the work of the Education Unit)	ACCOMPLISHMENTS – SHORTCOMINGS; STRENGTHS – WEAKNESSES; HOW do you plan to IMPROVE?
Suggestions:	Need for SUPPORT or ADVICE; PROPOSALS, general or particular.

Quarterly report

EDUCATION PROGRAMME

REGION:
QUARTER/YEAR:

Component:
Subcomponent:

Planned activities:

Achieved activities:

Not achieved activities:

Unplanned activities/events:

Evaluation:

Suggestions:

Date:
Signature:

Twin school report (biannually)

The responsible school consultant submits a report on the twin school in his area twice a year. The reports should be sent *in English* to the Education Technical Support Unit who forward it to Swedish schools.

The reports should preferably be written as personal letter rather than as official reports, considering the recipients, Swedish students and teachers.

Instructions

1. The first report is a description of the situation in the *beginning* of the school year.
   It has four parts:

   - a summary of the information collected with Form A and B (about teachers and students and school material)
   - an interview with the "selected" student (the same every year, if possible)
   - material produced by the students/teachers (if available)
   - tape recordings from the school and photos/video recordings if possible

2. The second report is a description of the situation in the *end* of the school year.
   It has four parts:

   - a summary of the information collected with Form E, D, A and C (about the community, about teachers and students and about the school administration)
   - an interview with the school staff and community members if possible
   - material produced by the students/teachers (if available)
   - tape recordings from the school and photos/video recordings if possible

School material (quarterly)

Statistical information regarding delivered school material provided to each school per province.

Instructions

REGION	Name of the region
QUARTER/YEAR	e.g. April – June/1998
Province	Name of the province
Supplies completed	Schools (school codes) who have received *100 %* of planned supplies – only schools with **total** supplies should be mentioned here; if one single item is missing the delivery should be regarded as uncompleted
Supplies uncompleted	Schools (school codes) who have received *less than 100 %* of planned supplies
Total	Total number of schools who have received 100 % and who have not received 100 % of planned supplies, respectively
Remarks	Note *for example* which and how many items or books that are missing

Quarterly report on

DELIVERED SCHOOL MATERIAL

REGION:
QUARTER/YEAR:

Province:

	Supplies completed (school code)	Supplies uncompleted (school code)	Remarks
Total:			

Cancelled/initiated schools (quarterly)

Statistical information per province on cancelled support of schools and reason for the cancellation and on initiated support of schools. See also Education Directives: New Schools to be Supported and Relocation of Schools (moving, canceling or handing over schools).

Instructions

1. Cancelled schools

REGION	Name of the region
QUARTER/YEAR	e.g. April – June/1998
Province	Name of the province
School code	School location code(s) of the cancelled schools
Type	Type of cancelled school(s): **B** (Boy school); **M** (Mixed school); **B-G** (Boy school with annexed Girl or Home school); **H** (Home school). See also Education Directives: Definitions
Number of students	Number of boy students, number of girl students and total number of students in the cancelled school(s)
Reason	If the school is cancelled due to merging or annexing with another school note the school code of that school. If the school is cancelled due to dysfunction describe what has happened. If there is any other reason explain the case.
Total	Write the total number of schools cancelled *due to dysfunction.*

. Initiated schools

Province	Name of the province
School code	School location code(s) of the initiated school(s)
Type	Type of initiated school(s): **B** (Boy school); **M** (Mixed school); **B-G** (Boy school with annexed Girl or Home school); **H** (Home school). See also Education Directives: Definitions
Number of students	Number of boy students, number of girl students and total number of students in the new school(s) supported.
Total	Total number of "new" schools per province, total number of boy students, girl students and total number of students.
Remarks	E.g. community initiative/participation, deviation from work plan, prioritized area, etc.

3. New annexes to Boy schools (girls)

Province	Name of the province
Number of girls	Write the total number of girls included to the "old" **B**oy school
School code	Location code of the "old" **B**oy school
Type	The new type, **B-G** or **M**

Quarterly report on

CANCELLED AND INITIATED SUPPORT OF SCHOOLS

REGION:
QUARTER/YEAR:

1. Cancelled schools

Province:

School code:	Type: B,M,G,B-G,H	Number of students:			REASON			
		boys	girls	total	merged into	annexed with	not functioning	other

TOTAL NUMBER OF SCHOOLS CANCELLED DUE TO DISFUNCTION:

2. Initiated schools

Province:

	School code:	Type: B,M,G,B-G,H	Number of students:			Remarks:
			boys	girls	total	
TOTAL:		-				

3. New annexes to Boy schools (girls)

Province:

	Number of girls	School code	Type
TOTAL:		-	-

School data (biannually)

Information about number of students and teachers, school location, funding source, etc. The information is collected in the beginning and in the end of the school year, normally by the school consultants when monitoring the schools with Form A and D.

Instructions:

School Code The code number is the ID code of the school. A given code can never be altered. The code number consists of E (Education) and six digits. The first two digits refer to province, the second two refers to district and the last two digits refer to the school. The schools are numbered serially. Example: E-1112-26 means Badakshan province (11), Khesm district (12) and school number 26 (in Khesm).

Village(s) Name of village where the school is situated. In the case of a **B-G** school both villages should be mentioned.

School name Write the name of the school

Language The language taught at the school, Dari or Pashtu. Write **D** or **P**.

Climate The school is either a Cold Climate or a Hot Climate School. Write **C** or **H.**

Type Each school supported by SCA is a primary school. Some primary schools have annexes, or sections in another location with only girl students, maybe in a home school. All schools will eventually be located in pre-war location - with exception for some girl schools.
Write:
B for Boy School (only boys)
M for Mixed School (boys and girls in mixed classes, in separate classes or in separate school hours but *always in the same school location).*
G for Girl School (only girls and *only in a pre-war location)*
B-G for a Boy School with an annexed Girl School (Primary Girl School or Girl Home School) *in another location.*
H for a Home School situated too far away to be annexed to a Primary School.
(See Education Directives, Definitions)

Location A school can be situated in a new or pre-war location. Write **N** or **P**.

Building Refers to whether the school is situated in a *school* building or not. Write:

- : no building
O : Old Building
N : New Building
NS : New Building, constructed by SCA

Support Date Write the year for the start of the SCA support and, if appropriate, the year

Start/End for ending the SCA support (= the current year). Note in the empty line into which school the "ended" school has been merged or annexed if that is the case.
Note that temporarily closed schools should **not** be reported as "ended"; the latest information on number of students etc. is to be filled in.

Donor Write either **Sida, EU** or **SCA.F** (for Twin Schools)

Number of students in each grade Write the number of students, boys and girls, in each grade and fill in the total number. The number refers to enrolled students either in the beginning of the school year or in the end of the school year.

Sections Write the total number of sections (classes) in the school

Teachers Write the number of teachers (including headmasters), male and female, in the school.

Second. grade Write the grades of secondary school, if any. Example: 7-9

Collection date Write the date when the school was visited and the entered data was collected

When *new schools* have been included in the SCA support since the last list was filled in, the new schools are added in the list at the appropriate place with appropriate code number. Example: E-1112-29 is the last school in Kishm in the list. If a new school is supported in Kishm it will have the number E-1112-30

SCA

INPUT-FORM FOR DATABASE OF SCA ACTIVITIES 1998 - 2

Education Technical Suport Unit (ETSU)

Sout Eastern Regional Office (SRO), School Activities

Date: Dec., 98

School Code	Village(s)	School Name	Language	Climate	Type	Location	Building	Support Date		Donor	No. of Students in Each Grade												Total Students		Section	Total Teachers		Secondary Grade	Collection Date
											1		2		3		4		5		6								
								Start	End		B	G	B	G	B	G	B	G	B	G	B	G	Boys	Girls		Male	Female		
	[redacted]																												

Students' final results (annually)

Statistical information per province and district on students registered in the beginning of the school year, number of students who failed in the final exam and number of students who passed the final exam. The information refers to students, boys and girls, per grade. The compilation is done when the school year has terminated, i.e. for hot climate schools in June-July and for cold climate schools in December-January

REGION	Name of the region
YEAR	e.g. 1997/1998
Hot climate/ cold climate school	Write the number of schools
Province	Name of the province
District	Name of the district
Enrolled number of students	Write the total number of boy students and girl students registered (=enrolled) in each grade in the beginning of the school year
Number of students failed in final exam	Write the total number of students, boys and girls, who failed in each grade
Number of students passed final exam	Write the total number of boy and girl students who passed final exam
Total	Add the total number of boy students and girls students for each category
Remarks	Note e.g. if some schools are missing in the report, if some schools were temporarily closed etc.

Annual report on

STUDENTS' FINAL EXAM RESULTS

REGION:
YEAR:

Number of hot climate schools:	
Number of cold climate schools	

Province:
District:

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL		Remarks
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
Enrolled (=registered) number of students:															
Number of students failed final exam:															
Number of students passed final exam:															

Teachers' background (annually)

Statistical information per province and district on teachers' educational background and salary level. The information is mainly gathered by Form E, Teacher Information.

REGION Name of the region
YEAR e.g. 1998

Province Name of the province
District Name of the district

1. Education

Number of teachers with gr. 9 and below Write the number of teachers, male and female, with *nine or less* years of education

Number of teachers with gr. 10 – 12 Write the number of teachers, male and female, with educated *from grade 10, 11 or 12.*

Number of teachers with education above grade 12 Write the number of teachers, male and female, with *more than 12 years of education*

Total Add the number of teachers in each column

(Teacher education) Note how many *of the total number* of teachers, male and female, who have a *teacher education.* (Some teachers may have grade 10 including 2 years of teacher training; others may have grade 16 including 4 years of faculty of education).

Remarks Note e.g. if there is a big number of teachers with only grade 6 or 7, the reason for a big number of teachers with low/high education, etc.

2. Salary level

Salary level 3 Salary level 3 is given to headmasters; write the number of headmasters, male and female with salary level 3

Salary level 2 Salary level 2 is given to teachers with education from grade 12 and above; write the number of teachers, male and female, with salary level 2.

Salary level 1 Salary level 1 is given to teachers with education less than grade 12; write the number of teachers, male and female with salary level 1.

Remarks Note e.g. any deviation from the "salary rules"

Annual report on

TEACHERS IN SCA SUPPORTED SCHOOL

Teachers' educational background and salary level

REGION:
YEAR:

1. Educational background

Province:
District:

	Male	Female	Remarks
Number of teachers with grade 9 and below			
Number of teachers with grade 10 to 12:			
Number of teachers with education above grade 12:			
TOTAL:			
(Number of teachers with TEACHER EDUCATION) *included in the above figures*	( )	( )	

2. Salary level:

	Male	Female	Total	Remarks
Salary level 3 (headmasters):				
Salary 2 (grade 12 and above):				
Salary 1 (below grade 12):				

Trained teachers (annually)

Statistical information on the number of teachers and headmasters (per province) who have been trained during the year.

Instructions:

REGION	Name of the region
YEAR	e.g. 1998
Province	Name of the province
Number of teachers in long courses	Write the number of teachers who have participated in two months long courses schools and from "non SCA-schools" respectively. Add the total sum of teachers
Number of teachers in-school courses.	Write the number of teachers who have participated in 2-3 weeks **in** courses,in-school-courses, male and female, from SCA supported Schools and from "non-SCA-schools" respectively. Add the total sum trained teachers.
Number of trained headmasters	Write the number of headmasters who have participated in headmaster courses (10 days) and module two courses (5 days), male and female, from SCA supported schools and from "non SCA-schools" respectively. Add the total sum of trained headmasters.
Remarks	E.g. number of schools with in-school courses, comments on locations, comments on female participation, etc.

Annual report on

Trained teachers and headmasters

REGION:
YEAR:

	SCA schools			"non SCA schools"			Remarks
	male	female	total	male	female	total	
Number of teachers in long courses (2 months):							
Number of teachers in in-school courses (2-3 weeks):							
Headmaster, module one (10 days):							
Headmaster, module two (five days)							

Constructed and repaired schools (annually)

Statistical information per region on schools constructed and repaired by SCA during the year with information on size, community contribution etc.

Instructions:

REGION	Name of the region
YEAR	e.g. 1998

1. Constructed schools

School	Write the school location code
Type	Type of constructed school: **B** (Boy school); **M** (Mixed school); **B-G** (Boy school with annexed Girl or Home school); **H** (Home school). See also Education Directives: Definitions
Number of students	Number of boy students, girl students and total number of students in the constructed school (from the latest collection)
Number of classroooms/ adm. rooms	Write the number of classrooms and administration rooms
Latrines	Write the number of latrines constructed
Well	Write Yes or No
Planned cost	Write the budgeted cost for the construction; check with Rural Engineering Unit
Actual cost	Write the actual, final cost of the school construction; check with Rural Engineering Unit
Community contribution	Give examples for each school and the estimated cost for the contribution
Remarks	E.g if girls have been included after the construction, deviation from budget with reason, community contribution

2. Repaired schools

Kind of repair	Write for example a new door, new windowpanes etc.
Actual cost	Write the actual, final cost of the school repair.
Community contribution	Give examples for each school and the estimated cost for the contribution

Annual report on

SCHOOL CONSTRUCTION & SCHOOL REPAIR

REGION:
YEAR:

1. Schools constructed

School code:	Type: B,M,G,B-G,H	Number of stud			Number of		Latrins	Well	Planned cost	Actual cost	Community contribution examples; estim. cost	Remarks
		boys	girls	total	classr.	adm.r						

TOTAL:

2. Schools repaired

School code:	Type: B,M,G,B-G,H	Kind of repair	Community contribution examples; estim. cost	Remarks

TOTAL:

SCA Education Staff (annually)

Information about all regional staff at the Education Unit, position, employment, termination etc.

Instructions:

Name	Name of the employee
Position	E.g. school consultant, education assistant
Date of birth	Year of birth is sufficient
Employment year	When the staff member was employed
Educational background	Write the education grade and name of institute
Additional training	Training courses of *more than one month duration* that the employee has participated in
Salary level	Salary, grade and step *per Dec. 31* of the current year.
Terminated	Date of eventual termination during the year
Remarks	E.g. reason for up-grading, reason for termination, etc.

Annual report on

SCA REGIONAL EDUCATION STAFF

REGION:
YEAR:

Name	Position	Date of birth	Employment year	Educational background/institute	Additional training courses (more than one month duration)	Salary level (Dec 31;grade/step	Terminated (date)	Remarks

1. DEFINITIONS

PRIMARY SCHOOL

Each school is a primary school. In primary schools students normally attend grade 1 - 6. Some primary schools have girl annexes. A school with annexes is registered as one primary school. A primary school has one headmaster regardless of annexes.

Definition	Abbreviation	Students
Boy school	B	Boys
Mixed school	M	Boys and girls in mixed classes
Mixed school	M	Boys and girls in separate classes in the same location during the same school hours
Mixed school	M	Boys and girls in the same location in different school Hours, e.g. morning and afternoon respectively
Boy school – Girl school	B-G	Boys and girls in separate locations; girl annex
Girl school	G	Girls in *pre-war location*
Home school	H	Girls in a location too far away to be annex

HOME SCHOOL

Home Schools are exclusively for girls.

Thorough inquiry and examination must precede any support of Home Schools. Home Schools are temporary solutions and should be established only as a last resort. They are alternatives to primary schools *only when primary school for girls is not accepted.*

Home Schools are for grade 1-3. Normally, students should be transferred to the closest primary school from grade four. Grade 4-6 may be established in the home school only when primary school for girls is not accepted but only for one year at a time. Transferral should be discussed each year.

In Home Schools female teachers should be employed in the first place.

One of the teachers is appointed to assist the headmaster with the administration books (without any extra compensation).

TWIN SCHOOL

A few numbers of schools are appointed Twin Schools. The aim is to diffuse information to the Swedish public about SCA supported education activities in order to maintain a solidarity spirit and raise funds for continuous financial support (a condition for Sida support). Twin schools have a special relation to SCA/Sweden; they are financed through fund-raising activities by SCA members in Sweden but have not any special favour with regard to school material, school buildings or teachers.

Twin Schools must not be changed, i.e. they must not be moved, merged, cancelled or handed over without approval from ETSU.

There are two types of twin schools:

A. Twin campaign schools are a cluster of schools in a certain area. They are supported through monthly contributions from individual donors in Sweden. Information about the Twin Campaign Schools is spread in a newsletter, *Ariana,* to all donors. At present only schools in Keshm district are Twin campaign Schools. Special reports re. twin campaign schools are submitted to Sweden from the Information Unit at CMO.

B. A Twin School is related to a specific SCA sub-committee and often to a Swedish school. The members of a sub-committee inform about "their" school in different ways, and raise funds from individuals to support the school. The school consultants responsible for the twin schools submit special reports twice a year to Sweden.

At present (1998) the following schools are Twin Schools:

SCA sub-committee	Region	Province	District	Village	Name of school	Type
Norrköping	ERO	Kunar	Chawkai	Kotkai	E-1011-02 Bibi Ayesha	G
Lund	ERO	Laghman	Qarghai	Charbagh	E-0902-05 Charbagh	G
Vänersborg	ERO	Kabul	Sarobi	Sarobi	E-0107-02 Houd Khil	B
Södertälje	ERO	Kabul	Sarobi	Naghlu	E-0107-03 Naghlu	B
Göteborg	SRO	Wardak	Jalrez	Ismail Khil	E-0402-05 Ismail Khil	B
Stockholm	SRO	Wardak	Chak	Langar	E-0404-03 Al Jehad	B
Skellefteå	SRO	Ghazni	Qarabagh	Malook	E-0609-11 G.Muhayudin	B
Malmö	SRO	Paktika	Srawza	Srawsa	E-2904-01 Hayat Baba	B
Skövde	NRO	Baghlan	Baghlan Jaded	Saraki Mamoren	E-1301-03 Bibi Fatima	G
Karlstad	NRO	Samangan	Sarbagh (Aibak)	Char Asyab	E-1501-07 Mirza Qasim	B
Göteborg	NRO	Samangan	Sarbagh (Aibak)	Langar Sufla	E-1501-06 Chel Duktaran	G

2. SUPPORT OF NEW SCHOOLS

1. The school must be a primary school

2. The school must be located in a rural area.

3. Priority must be given to girl schools.

4. There must be an application for SCA support.

5. The school must be located in a prioritised area (= under-served area according to the annual work-plan of the regional education unit).

6. The school must be located on a site where a school was running prior to the war (before 1978). Exception: girl annexes, home schools

7. Prior to support, the school must be established and education activities going on for some months.

8. When new schools are considered for support the percentage rate of girl students (in the region) must not decrease (the relation between the number of boy students and girl students within the region should be at least 80-20.)

9. It must be assured that the school does not receive support from any other organisation.

10. The number of students in the school must not be less than seventy (70). Exception: Home schools.

11. The school must be accessible for students, teachers and regional education staff.

12. There must be a sufficient number of reasonably qualified teachers available. The regional education staff prior to support must assess teachers' qualifications.

13. The community should be requested to establish a school committee to assist the running of the school. Where there is a school building the community is responsible for maintenance of the building and for guarding the school at nighttime.

14. The teachers and headmaster must be informed about general Directives for SCA supported schools and the headmaster must sign the attached agreement.

3. RELOCATION OF SCHOOLS

(moving, cancelling or handing over schools)

According to SCA policy and Education Directives schools should be evenly spread among the provinces and situated in pre-war locations. A number of schools should therefore be re-located or cancelled.

Any action in this direction must be taken with great responsibility, particular carefulness and common sense. No effort is to be saved in order not to leave students without education possibilities.

1. MOVING OR MERGING SCHOOLS INTO PREWAR LOCATION

Schools in new locations should to the greatest possible extent be moved to (or merged into) pre-war located schools (exception: girl annexes, home schools). Such re-locations must be implemented in a planned and organised manner. Remaining students should be cared for. Some possibilities:

- merging the school into the closest pre-war school (if this include support of a new and bigger school budget considerations must be taken into account and the directives for support of new schools must be applied).
- moving students from grade 4-6 into a pre-war located school (if there is too long a distance for small children)
- merging closely situated schools in new locations into one school only (in new location).

2. CANCELLING SCHOOLS

A school should be cancelled when not functioning satisfactorily. Cancelling could be considered e.g.

- the daily present number of students is on average less than 10 per class (grade 1-3 and grade 4-6 may be assessed separately)
- teachers to a high extent are absent
- teachers are apparently misconducting and/or presenting an unacceptably low education level
- the school is not running the whole school year (9 months)
- the school receives support from another NGO

An assessment of the school must be made before any action is taken. The school assessment should consider the causes of dysfunction (e.g. unmotivated children/parents, long distance to the school, weak population basis, untrained teachers, unskilled headmasters, etc.).

Measures to remove the causes of dysfunction should be taken before any cancelling is implemented. THIS IS EXTRAORDINARILY IMPORTANT IF THE SCHOOL IN QUESTION IS IN PRE-WAR LOCATION

Efforts to improve the functioning of the school may include:

- community awareness promotion re. education
- training of the teachers
- on site support to teachers
- employment of new teachers
- training of the headmaster
- employment of new headmaster

When there is no option left but cancelling the school, measures to ensure schooling for the remaining students should be taken: Such efforts may include:

- merging the school into the closest pre-war school (if this include support of a new and bigger school budget considerations must be taken into account and the directives for support of new schools must be applied).
- enrolment of the remaining students into the closest school (may be a school with new location and not supported by SCA)

3. HANDING OVER SCHOOLS

Before handing over a school to any organisation/authority ETSU approval must be obtained

4. SCHOOL STAFF

HEADMASTERS

One (1) headmaster is appointed to a primary school where there are students above grade three. Only one headmaster per school may be appointed, regardless of number of students or teachers or shifts (morning/afternoon). Some primary schools have annexes; e.g. girl annexes or home schools. In such cases the headmaster is responsible also for the annexes.

In the annexes and in schools with grades 1-3 one of the teachers is appointed to be responsible for the administration books (without any extra compensation).

Employment

The school consultants have the task to advice and support the communities in appointing qualified headmasters. The following criteria must be followed to the greatest possible extent (in priority order):

1. Headmaster graduated from Teacher Training College or University Faculty of Education, Literature or Science **and** with teaching/headmaster experience.
2. Headmaster graduated from Teacher Training College or University Faculty.
3. Headmaster graduated from secondary school grade 12 (or correspondent religious education) and with teaching/headmaster experience
4. Headmaster graduated from secondary school grade 12 (or correspondent religious education)

Only exceptionally headmasters with less education than grade 12 should be accepted.

Assessment

Headmasters are assessed with regards to his subject knowledge, teaching skills and administrative capacity each year by the school consultants and his employment consequently reconsidered.

Form C (Education Directives, Monitoring) is used for assessing the school administration. A headmaster whose performance remains weak after two assessments should be replaced.
Form E is used for assessing the teaching performance. When the average score is one (1) replacement should be considered.

Headmaster's teaching periods

The headmaster normally teaches in grade 4-6. Due to number of students and teachers, shifts and annexes his/her teaching periods will vary from six to twelve periods per week.

Headmaster's salary

Headmasters are paid according to ***salary level 3***.
Salary is not paid for days of absence without legitimate reason (see General Directives for SCA supported schools). Illegitimate absence is reason for dismissal.

Accommodation allowance

When a school receives a frequent number of visits during the school year from regional education staff who stay overnight in the house of the headmaster (or any one else of the school staff) an accommodation allowance is paid.

The allowance is distributed at the end of the school year. The SCA school consultant in charge of the school is responsible for keeping record on the accommodation



Swedish Committee for Afghanistan (SCA)

EDUCATION DIRECTIVES
for
SCA Education Programme





Prepared by EducationTechnical Support Unit
March, **1999**

Introduction

This is the second edition of the Education Directives, valid from April 1, 1999.

The Education Directives are intended for the regional education staff. The Education Manager is responsible for the implementation and adherence.

The aim with the Education Directives is fourfold:

1. to contribute to a sustainable education programme
2. to attain compliance with the SCA Policy
3. to attain an effective use of allocated budget
4. to achieve co-ordination between the regions concerning education activities

It is compulsory for all staff of SCA Education Units to adhere to the Education Directives.

The Education Manager is responsible for informing and updating all staff at the education unit with regards to the Education Directives.

Any deviation from the Education Directives must be communicated and approved by the Country Director.

Date 2 April 1999

Country Director

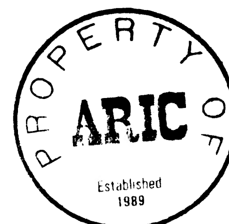


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